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AUTHOR Venegas, Moises
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ABSTRACT

The purpose of this study was to make a comprehensive survey of the educational and occupational aspirations and expectations of high school sophomores and seniors in the El Paso and Ysleta school districts (El Paso, Texas). Group-administered questionnaires were used to obtain the information from the 590 randomly sampled students (5% of the total population of high school sophomores and seniors). Hypotheses were formulated to determine differences in educational and occupational aspirations and expectations based on ethnicity (Mexican American and Anglo American), sex, grade level, and type of school program. Responses were analyzed using chi-square and analysis of variance. Findings concluded that students in all groups had high aspirations and expectations for education and occupation. A statistically significant difference was found between Anglo Americans and Mexican Americans and between males and females. Generally, Anglo Americans had higher aspiration and expectation levels, as did males compared to females. A significant difference was also noted among the 3 school programs, i.e., the academic group was generally higher than the general and vocational samples. (Author/HBC)

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EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF EL PASO HIGH SCHOOL STUDENTS

BY

MOISES VENEGAS, B.A., M.A.

A Dissertation submitted to the Graduate School
in partial fulfillment of the requirements
for the Degree
Doctor of Education

Major Subject: Educational Administration

Related Area: Curriculum

New Mexico State University
Las Cruces, New Mexico
May 1973

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"Educational and Occupational Aspirations and Expectations of El Paso High School Students," a dissertation prepared by Moises Venegas in partial fulfillment of the requirements for the degree, Doctor of Education, has been approved and accepted by the following:

Dean of the Graduate School

Everett D. Edington

Chairman of the Examining Committee

Date

Committee in Charge:

Dr. Everett D. Edington, Chairman

Dr. Timothy J. Pettibone

Dr. Don B. Croft

Dr. Gregory Maltby

Dr. Darrell Kirby

Dr. Simon F. Kropp

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VITA

October 8, 1940 - Born at Candelaria, Texas

1960 - Graduated, Carlsbad High School, Carlsbad, New Mexico

1960-1962 - Lubbock Christian College, Lubbock, Texas

1962-1965 - B.A., M.A., University of New Mexico, Albuquerque, New Mexico

1965-1966 - Teacher, Los Angeles Public Schools, Los Angeles, California

1966-1971 - Teacher, Albuquerque High School, Albuquerque, New Mexico

1971-1973 - Doctoral Student, New Mexico State University

FIELDS OF STUDY

Major Field: Educational Administration

Related Area: Curriculum

ABSTRACT

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New Mexico State University

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Dr. Everett D. Edington, Chairman

The primary purpose of this study was to make a comprehensive survey of the educational and occupational aspirations and expectations of El Paso high school students.

The data were obtained from high school sophomores and seniors enrolled in the El Paso and Ysleta school districts, El Paso, Texas. An approximate random sample of 5% of sophomores and seniors was taken from the high schools of the two districts. Data were gathered through the use of group-administered questionnaires. The instrument selected was one which was developed at Texas A&M University and which has been widely used in status

projection studies of youth. Approximately 590 students were sampled during February and March of 1973.

Data on the high school students were compared and analyzed in terms of ethnicity (Mexican American and Anglo American), sex, grade level, and type of school program in which enrolled. Specifically, hypotheses were formulated to determine differences of educational and occupational aspirations and expectations based on sex, grade, ethnicity, and school program. Responses were analyzed using chi-square and analysis of variance.

From the findings presented, it was concluded that students in all groups, regardless of ethnicity, sex, grade, or school program, had high aspirations and expectations for education and occupation. A statistically significant difference was found between Anglo Americans and Mexican Americans and between males and females. Generally, Anglo Americans had higher aspiration and expectation levels, as did males when compared to females. A significant difference was also noted among the three school programs, i.e., the academic group was generally higher than the general and vocational samples.

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Chapter 1

INTRODUCTION

Excellence in education requires a rational basis for change. The first step is an assessment of needs. To attempt to state that assessing educational need is a concept new to education would be naive. On the other hand, there is little question that this most critical component of planning and decision-making has been left to the somewhat capricious whims of intuition and educational guessmanship. Many people in education assume, rather than assess, educational needs. It is the intent of this paper to survey the educational needs of El Paso high school students.

The comprehensive community college is better than most institutions of higher learning in attempting to fulfill the educational and occupational needs of the student of today. With the democratic "open door" policy of admission, the community college must offer opportunities to all the community, not just to a selected few.

In a discussion of the steps necessary to provide for a successful community college, Thornton (1966) outlined the following steps:

1. The first step is obviously an assessment of whether the community wants and needs a community college.

> 2. Having conducted such a poll, the future community college needs to conduct a general survey of educational needs before opening its doors.
> 3. Once the community college has its formal opening with a limited offering of courses, a more detailed investigation is necessary in order for the school personnel to have data available for future decision-making [p. 110].

In general, this survey should include at least two dimensions: the student dimension and the business sector. From the high school students, information is needed as to how many plan to attend college, what kind of courses they need, and what kind of vocational aspirations they have. From the business and industrial community, there is a need to acquire data on employment trends, training requirements, labor supply, and the economic future of each specific type of business. This study is, of course, interested in ascertaining the high school student's educational and occupational plans for the future. The best way to obtain this information is to approach the student himself and ask him. With this information on hand, the community college should be in a position to meet the needs of its clientele.

Statement of the Problem

The failure of schools to provide programs that will help all students cannot continue. Society and especially educational institutions need to meet the internalized needs and expectations of those individuals who make up that society. Not only will the failure to meet those needs lead to a frustrated society, but it will spell defeat for the purpose which educational institutions were set up to fulfill.

Educational institutions need to know what it is that people want. For the comprehensive community college, there are two main areas of concern, the business community and the student population, as mentioned earlier. The business sector has to be surveyed in order to determine the type of people it needs and wants, and the students need to be consulted in order to ascertain what they want and hope to be. The present study was mainly concerned with the students' aspirations and expectations in education and occupation. The study utilized the scheme suggested by Kuvleskey and Bealer (1966) to measure the aspirations and expectations of high school students. Kuvleskey and Bealer made a distinction between aspiration and expectation. Expectation refers to the person's anticipation, which may not be the same as aspiration or desire. The divergence between the two, if it exists, has been labeled anticipatory goal deflection by Kuvleskey and Bealer. The more precise we are concerning the aspirations and expectations of people, the better we can plan a program to meet the needs of those people.

Purpose of the Study

The primary purpose of this study was to make a comprehensive survey of the educational and occupational aspirations and expectations of El Paso high school students. It will be used along with other data for the projection, planning, and revision of the El Paso Community College's curricular program. The study will help

to make the community college more responsive to the needs of students in the El Paso area.

Definitions of Terms

Anticipatory goal deflection: The condition of not having congruent aspirations and expectations. It may be positive, in which case expectations are higher than aspirations, or negative, which indicates expectations lower than aspirations.

Aspirations: Those statuses that are desired; for example, an occupation or an education that is desired by an individual (see Appendix A, Questionnaire, question 9).

Community college: A public college which provides a two-year, postsecondary college parallel, terminal-general or terminal-technical, for out-of-school youth; or adult education programs; or any combination of these.

Expectations: The probable attainment of particular status areas, e.g., the educational level an individual expects, not desires, to attain. The individual's attitude toward this goal may be favorable or unfavorable (see Appendix A, Questionnaire, question 11).

Mexican American(s): A person or persons of Mexican or Spanish ancestry. Such diverse terms as Spanish-speaking Americans, Spanish Americans, Mexicans, La Roza, Latinos, Hispanos, Chicanos, etc., are often used interchangeably to identify this ethnic group in the Southwest.

Research Objective

Research was conducted to determine the occupational and educational status orientations of a sample of high school students from the metropolitan area of El Paso, Texas. Responses to the survey were compared by sex, age, ethnic background, and high school program in which enrolled. The major objective of the study was to determine the educational and occupational preferences of high school students in the El Paso area.

Implications of the Study

The results of this study will serve many purposes in future planning of educational programs in the El Paso area. The study will serve along with other data as a basis for the projection, planning, and revision of the El Paso Community College's curricular programs. Also, El Paso high schools will have much needed information for use in guiding the student towards his aspirations and expectations. The student becomes part of the planning in educational programs.

In a much wider range, the data gathered by the research will be compared and used with a similar study that is being conducted in the industrial and business sector. What business and industry need in future manpower and what the student hopes to be will give a very specific direction to educational institutions in determining what type of student to prepare for the future.

This study is also part of a more comprehensive survey of high school students in Texas that is being conducted by the Department of Sociology at Texas A&M University

Chapter 2

REVIEW OF THE LITERATURE

Aspirations and Expectations

The empirical literature on educational aspirations is substantial. Kuvleskey and Reynolds (1970a, 1970b, 1970c) have listed more than 400 published and unpublished works pertaining to educational and occupational aspirations. Merton's (1957) theory of social structure and anomie inculcation of high success goals of various kinds (educational and occupational) constitutes a patterned characteristic that cuts across subcultural differentiation in our society. Merton maintained that having high aspirations is not unique to one group in society, but is held by all segments of our society. Such writers as Heller (1968), Madsen (1964), and Schwartz (1971) have concluded that aspirational levels of Mexican Americans are lower than those of Anglo Americans. These authors used the cultural determinism model to explain the differences between the two groups. Others in the field of status orientation have come to a different conclusion. The findings of Kuvleskey (1970), for example, indicate that it is known from much research that the occupational aspirations and expectations of all kinds of youth are high during the high school stage relative to opportunities available.

Educational and occupational choices are decisions that are formulated over a period of years. Taylor (1968) identified three different stages: fantasy, tentative, and realistic. It is thought that the high school student is somewhere between the tentative and realistic stages. Studies do not completely agree on the stability of projection for high school students. Some studies indicate that students are stable, while other studies support the theory that there is considerable change between the tenth and twelfth grades. A Louisiana study (Mondart et al., 1970), conducted to identify the occupational and educational aspirations and expectations of high school students, surveyed a total of 13,607 students. The findings indicated that high school students develop strong occupational interests early, with tentative choices made by the eleventh grade. A Texas study project found that a large number of youth's projections went up (Kuvleskey, 1969). If this is true, then it contradicts Ginzberg's phase theory which contends that with age and maturity, aspirations and expectations become more realistic (Hoppock, 1967). For the researcher hoping to gather data to help plan educational and occupational training programs, this becomes crucial. When, in fact, is the time when adolescents have the most realistic view of what they expect or desire to be? By looking at two high school levels (tenth and twelfth), it is hoped that in this study some answers can be found.

In searching for answers that will help in planning future programs, there are many variables that aid in predicting what a

person will eventually become. A person's aspirations and expectations, more than other known variables, help predict what a person will do. Haller (1968, p. 484) cited correlations from +.46 to +.49 between youth's educational and/or occupational aspirations and early adult levels of attainment.

Empirical evidence shows that most respondents in the study of educational and occupational choices can differentiate rather sharply between aspirations and expectations. Ability to differentiate between aspirations and expectations is found at various age levels, but is particularly documented among adolescents (Stephenson, 1957).

In the words of Haller (1963), "we do not have a valid theory to explain and predict exactly what occupation a person will enter [p. 5]." There are, however, some instruments that help us decide what it is that people wish to pursue in terms of education and occupation.

Some distinctions should be made with regard to youth's orientations toward future status attainment. There are two types of projections (Kuvleskey, 1970). The one involving desires is aspiration and the other, which is an anticipation of attainment, is expectation. Expectation, then, is

> the individual's estimation of his probable attainment in reference to a particular goal-area, i.e., what occupational position he expects to reach. Expectations should not be confused with aspirations, for the object involved with an expectation need not be desired and therefore need not be a goal. The object

> involved with an expectation is an anticipated occurrence, and the individual's orientation toward the expected state may be favorable or unfavorable [Kuvleskey & Bealer, 1966, pp. 11-12].

An example might be that a person desires to become a lawyer, but because of the time and money involved expects only to become an elementary school teacher. Kuvleskey and Bealer (1966) maintained that current evidence supports the fact that expectations are more clearly related to existing occupational opportunities than are aspirations. Kuvleskey (1970) contended that aspirations come before expectations, the latter being formed due to "perceived limitations, blockages, or strong directive pressures [p. 10]." When the two diverge, the relationship between them is an analytically separable element representing degree of modification of aspirations as anticipatory goal deflection (Kuvleskey, 1970). Anticipatory goal deflection represents the potential divergence.

Each of these two projections, aspirations and expectations, consists of two dimensions: (a) the status element which is the object of orientation, and (b) the strength of orientation which is measured by intensity of desire and certainty of expectation (Kuvleskey, 1970).

There is little research to indicate status projections of Mexican-American youth. D'Antonio and Samora (1962), De Hoyos (1961), Heller (1963), and Manuel (1965) have done some general research, but such research has not been too precise in terms of status projections as suggested by Kuvleskey and Bealer (1966).

There have been few comparative studies done in status projections of the Mexican American. The Juarez (1968) study, which is one of the few in the comparative area, found that, in comparison with the aspirations and expectations of Anglo youth, those of Mexican Americans differed very little. In a study based on rural youth in Texas, Mexican Americans, when compared with Negro and Anglo youths, tended to have lower occupational and educational projections (Kuvleskey et al., 1969).

A few studies have shown that the type of high school program offered, vocational in this case, appears to have a moderately negative association with the level of occupational aspiration and expectation and plans for college (Kuvleskey, 1969).

A lack of research is evident concerning the status projection of Mexican-American metropolitan youth. The research proposed for this study will contribute to the validation of existing research on the Mexican American, as well as provide more knowledge in the field of status projection.

The Community College

The community college has evolved from the junior college concept to the comprehensive community college idea (Fields, 1962). The changes have been made in part to meet the demands of the students.

At first the junior college was interested mainly in providing the first 2 years of college education. Such educators as William R. Harper of the University of Chicago felt that if the

4-year college or university could concentrate on the upper-level students, the product would be improved. Under his leadership, the University of Chicago separated the first 2 years from the junior and senior levels (Thornton, 1966) and established Joliet Junior College in 1901. Joliet Junior College is considered to be the first public junior college created which is still in existence today. Harper, in trying to meet the needs of the student population, cited the advantages of the new 2-year college. He stressed the "opportunity of doing more thorough work, saving money, stopping honorably at an obvious terminal point, and being able to take the first two years of college living at home [Thornton, 1966, pp. 47-48]." To summarize the philosophy of the junior college at the turn of the century, it was strictly for the purpose of providing transfer education.

The 1920's began to see an expansion of the junior college philosophy. The junior colleges saw the need to provide more for the student than merely transfer education. Between 1920 and 1945, therefore, the occupational programs of the 2-year schools were expanded (Hillway, 1958). As before, the main reason for change was a realization of the needs of the students. There was a demand for occupational training, and the junior college was ready to provide it. The Depression accelerated the trend towards more occupational education.

By 1945 the community college concept was beginning to take shape. The community college not only provided transfer and

occupational education, but it also developed adult education and community service programs.

It is, then, the intent of the community college to meet the demands of all students with a curriculum that satisfies those needs. To say that a community college offers transfer education, general education and occupational and technical programs is not enough. We must know exactly what to offer in these areas in order to satisfy the needs of the college's clientele.

El Paso has two distinct student groups: Anglo and Mexican American. In a 1971 report, the Spanish-American surname group comprised 56.3% of the total number of students, while the Anglo group accounted for 40% (Wynn, 1971). The community college has to carefully plan programs that will satisfy needs of all students it serves. There is considerable agreement among educators that educational institutions have not done a good job of planning for minority students, and especially for the Mexican American (Carter, 1970). The failure of the schools to provide a successful program for the Mexican American has been variously argued from the cultural determinism of Heller (1968) and Madsen (1964) to the "pathological" reasoning advanced by Arciniega (1971).

Needs Assessment

It is common practice for many states to conduct their own assessment surveys to identify educational needs in terms of subjects to be taught, level of education needed, and type of vocational and occupational programs (Nevada State Department of

Education, 1970; U.S. Department of Health, Education and Welfare, 1960). Some states offer specific guidelines which must be followed in order for a community college to begin its operations or to continue as an educational institution. The Pennsylvania Department of Public Instruction (1965) offered a typical format:

1. Survey of community interest in a community college.
2. Survey of business and industry educational requirements.
3. Survey of youth and parental aspirations for higher education.
4. Survey of program needs.

The general purpose of most of these educational development models is threefold: (a) investigation of student, community, and manpower needs; (b) planning of curriculum programs with the information gathered; and (c) implementation of the plan.

According to Klein et al. (1971), in a symposium at the University of California at Los Angeles, there are two basic reasons why we need to determine educational needs. First, we need to ascertain which needs have the highest priority so that we can focus on those in planning programs. Secondly, needs assessment justifies the attention to or development of certain curricula over others.

The scope and purpose of needs assessment are determined by the purpose for which the data will be used. For example, in a community college district a needs assessment might be conducted to determine what type of programs to focus on.

The American Association of Junior Colleges (AAJC) has come up with more specific guidelines for the community or junior college (Henderson, 1970). The AAJC sees the needs assessment survey as a vital step for 2-year colleges. The survey can establish certain student characteristics such as socioeconomic background, education, and personal aspirations. The survey can also be used, as others have stated, to help define employment needs and projections. In the area of finance, the survey can be utilized to establish what is needed for a diverse student population. Generally, it can be said that the survey is necessary to determine what programs to offer and what the curriculum should be. Needs assessment surveys give the college and its administration and faculty hard data by which decisions can be made. Without such a tool, the administration is left to make assumptions of what is needed. To run a community college, one needs more than assumptions.

The AAJC guidelines also deal with the dimensions and design of the survey. Basic to the design is the gathering of information which gets at the needs, interests, and aspirations of those to be surveyed--the employer and potential employee--which should be considered. In the collection of data, different approaches might be used, such as by mail, telephone, or by dealing with people with specific knowledge of the target group. For example, if one wanted student interests, one could ask school personnel. The most basic and probably the best method for obtaining results is to administer a questionnaire or interview the target group directly. In the

selection of the target group, one should choose a random sample which is large and unbiased.

In determing enrollment potentials, the AAJC recommends different sources from which one could gather reliable information. Among the groups are parents, high school staff and faculty, and potential students. In surveying potential students, it is necessary to determine needs for postsecondary education and types of program training. There are different potential student populations, but the most promising and easiest to contact are those who are in high school.

The questionnaire, if one is used, may have different types of questions according to the purpose of the study. Generally they should include some questions on financial considerations, choice of college, program interest (transfer, technical, vocational), student perception of occupational education and preference for attending a local or distant college.

A typical example of a needs assessment survey by a community college is one which was conducted by Catawba Valley Technical Institute (CVTI) (Summerell, 1969). The CVTI, which is part of the community college system in North Carolina, provided technical and vocational education, but felt that other types of educational programs could be offered to the public. The school set out to survey the community so that it could implement a program that satisfied those needs. The school district was primarily interested in determining whether it could add different types of programs to

make the school a more comprehensive community college. The school was already offering courses in the technical/vocational fields and wanted to know if there was a need and demand for transfer or parallel education. The CVTI surveyed students, parents, and the business community in the area which it served. The findings indicated that the CVTI should offer a more comprehensive program.

Conclusion

It is hoped that this study will add new information in needs assessment studies. By concentration on the occupational and educational aspirations or preferences of the high school students, much needed information will be gathered based on student perceptions. The study is student-centered rather than subject-centered.

Chapter 3

PROCEDURES

Population

The population for this study included the public high school students of the El Paso and Ysleta, Texas, school districts. The high school sample was taken from sophomores and seniors of these districts.

The two separate school districts, El Paso and Ysleta, are located in El Paso, Texas. Situated in the far western corner of Texas at the center of New Mexico's southern border, El Paso is on the international boundary line between the United States and Mexico. El Paso and Cuidad Juarez together form an international metropolitan area of nearly 1,000,000 people (D'Antonio & Form, 1965). El Paso County, which includes both of the school districts involved in this study, has an approximate population of 360,000. The schools in the El Paso area have an ethnic composition of approximately 56% Mexican American, 42% Anglo, and 2% Black. With Fort Bliss and other federal installations in the area, there is a mobile student population, especially in the northeast corner of El Paso.

Sample

Data for this study were obtained from an approximate 5% sample of high school sophomores and seniors in the El Paso and Ysleta school districts. Two methods of selecting the sample were used: (a) A simple random list of numbers, given to the school, was used

to select students from the school's sophomore and senior lists; and (b) classes were selected according to the criterion that classes chosen were required courses for either all seniors or all sophomores. In almost all classes that were chosen, the students had been randomly selected by computer. Table 1 shows the distribution of students in the study.

TABLE 1

Enrollment and Sample of Sophomores and Seniors by District and School at Time of Study

District and school	Classes			
	Sophomores		Seniors	
	Enrollment	Sample	Enrollment	Sample
El Paso				
Andress	690	27	434	26
Austin	325	19	537	21
Bowie	470	21	277	19
Burges	850	26	716	28
Coronado	565	28	470	28
El Paso High	388	23	283	22
Irvin	678	23	523	20
Jefferson	890	37	524	21
Total	4,856	204	3,764	185
Ysleta				
Eastwood	650	28	564	26
Parkland	212	20	160	15
Riverside	413	30	293	25
Ysleta	647	31	434	26
Total	1,922	109	1,451	92

Methodology

Data were collected through the use of a collectively administered questionnaire (Appendix A). The students completed each stimulus question as it was read aloud by the interviewer. The El Paso Texas Youth Study questionnaire was developed at Texas A&M

University and has been widely used in studies of status projections. It contains 38 questions besides a separate, unnumbered section requesting the respondent's name and address and the name and address of a relative or friend most likely to keep in touch with the respondent for a few years. This information is requested so that the respondent may be contacted again in the future.

The questionnaire was administered to the students at their respective schools starting on February 26 and ending on March 15, 1973. Length of time required to administer the instrument was about 25 to 45 minutes. It was administered to groups of 20 to 60 students with general directions coming from the survey leader and specific ones being provided by two to three proctors.

Indicators and Measurements

The questionnaire provides fixed-choice stimulus questions to elicit responses which indicate educational and occupational aspirations and expectations. Aspirations have been defined as desires of the individual; expectations have been defined as the levels the respondent really expects to attain. When a difference exists, this is referred to as anticipatory goal deflection. These measurements, besides intensity and certainty of orientation, are discussed in the following sections.

Educational aspirations and expectations. Concerning educational aspirations, question number 13 asks the student how much education he would desire if he were free to choose. Concerning educational expectations, question number 14 asks the student what

he <u>really</u> expects to do about his education. The latter question assumes that the respondent will take into consideration his ability, financial condition, and social situation.

<u>Question number 13</u>: If you could have as much education as you desired and were completely free to choose, which of the following would you do? (Circle only one number.)

1. Quit high school and never go to school again.
2. Quit high school and take some vocational training for a job.
3. Graduate from high school and never go to school again.
4. Graduate from high school and then complete a business, commercial, nurses' training, or some other technical school program.
5. Graduate from a junior college.
6. Graduate from a college or university.
7. Complete additional studies after graduating from a college or university.

<u>Question number 14</u>: What do you <u>really</u> expect to do about your education? (Circle only one number.)

Note: Responses for this question are exactly the same as for question number 13.

The responses are coded in accordance with the seven-level educational hierarchy.

<u>Occupational aspirations and expectations</u>. Concerning occupational aspirations and expectations, the same concept is used as for educational aspirations and expectations. The stimulus questions are open-ended. Question number 9 refers to occupational aspirations and question number 11 to occupational expectations.

<u>Question number 9</u>: If you were completely free to choose any job, what would you <u>most desire</u> as a lifetime kind of work? (In answering this question, give an <u>exact</u> job. For example, do not say "work on the railroad," but tell us what railroad job you would like to have.) Write your answer in the box below.

Question number 11: What kind of job do you really expect to have most of your life? (Write your answer in the box below. Please give an exact job!)

The answers to both questions were then coded according to an occupational level classification scale which was derived from the Duncan Scale to facilitate a uniform grouping of occupations listed by the respondents' inventories (question numbers 9 and 11). The categories used were:

0 - No information

1 - High professional

2 - Low professional

3 - Glamor

4 - Managerial, official

5 - Clerical and sales

6 - Skilled worker

7 - Operative

8 - Laborer

9 - Housewife, other

Anticipatory goal deflection. Anticipatory goal deflection is determined by comparing the measures of aspiration and expectation. If this measure differs, deflection exists. There are two types of deflection: positive and negative. Negative deflection is judged to exist if the expectation level is lower than the aspiration level. Conversely, positive deflection is indicated when the expectation level is higher than the aspiration level. Students'

responses are coded on three levels for anticipatory goal deflection: none, positive, and negative.

Concerning anticipatory goal deflection for education, a student would show no deflection if his educational aspirations were equal to his educational expectations, that is, he would aspire to graduate from a college or university (number 6 on the educational scale), for example, and would expect to graduate from a college or university. The deflection for this student would be none. A student with negative deflection might aspire to graduate from a college or university (number 6) and only expect to graduate from high school (number 3). Positive deflection would reverse the order of aspiration and expectation in the above example.

For anticipatory goal deflection in occupation, the same scale is used in the same way as for educational goal deflection. For example, a student would show negative deflection by desiring to be a lawyer (High professional, number 1 on the collapsed scale) and expecting to be a clerk in a department store (number 5 on the occupational scale).

Intensity of aspiration. Intensity of aspiration is indicated by a question that asks the respondent to rank order seven status goals believed to be desired by most young people, with both educational and occupational goals listed. Responses produce a self-rank hierarchy of importance ranging from scores of one through seven (question number 10). The lower the score is, the stronger the intensity of aspiration.

Question number 10: Listed below are a number of things that most young people look forward to. Rank them in order of their importance to you. For the one you think is most important, check number 1 in front of it; for the next most important one, check number 2, and so on until you have a number checked for each one. Read over the entire list before answering the question. (Check only one number beside each sentence and check each different number only once.)

Order of Importance to You							
1	2	3	4	5	6	7	
___	___	___	___	___	___	___	Having lots of free time to do what I want.
___	___	___	___	___	___	___	To develop my mind and get all the education I want.
___	___	___	___	___	___	___	To earn as much money as I can.
___	___	___	___	___	___	___	Getting the job I want most.
___	___	___	___	___	___	___	Living in the kind of place I like best.
___	___	___	___	___	___	___	Having the kind of house, car, furniture, and other things like this I want.
___	___	___	___	___	___	___	To get married and raise a family.

Certainty of expectation. Questions (numbers 15 and 12) concerning certainty of expectation for education and occupation are very much alike. The respondent is asked to indicate how certain he is that he will attain the expected level. A five-level scale is used in both questions.

Question number 15: How sure are you that you will really achieve the education you expect?
I am: (Circle one number.)

1	2	3	4	5
Very sure	Sure	Not very sure	Uncertain	Very uncertain

Question number 12: How sure do you feel that this will be the kind of work you will do most of your life? (Circle one number.)
I feel:

1	2	3	4	5
Very sure	Sure	Not very sure	Uncertain	Very uncertain

Null Hypotheses

The information obtained from the sample was related to independent and dependent variables. Response groups were classified according to the following classification variables:

1. Ethnicity
    a. Mexican American
    b. Anglo American
2. Grade level
    a. Sophomore
    b. Senior
3. Sex
    a. Male
    b. Female
4. High school program
    a. Academic or college preparatory
    b. General
    c. Vocational

Responses consist of measures on variables described as being dependent. They are listed as:

1. Educational aspiration level
2. Occupational aspiration level

3. Educational expectation level
4. Occupational expectation level
5. Anticipatory goal deflection -- education
6. Anticipatory goal deflection -- occupation
7. Intensity of aspiration -- education
8. Intensity of aspiration -- occupation
9. Certainty of expectation -- education
10. Certainty of expectation -- occupation

Interest of the analysis centers on determining the significance of the differences among the various groups in relation to the dependent variables. Specifically, the following null hypotheses were tested:

Ho_1: There will be no significant differences between the Mexican-American group and the Anglo-American group on the 10 dependent variables.

Ho_2: There will be no significant differences between males and females on the 10 dependent variables.

Ho_3: There will be no significant differences between sophomores and seniors on the 10 dependent variables.

Ho_4: There will be no significant differences among the students enrolled in different programs (general, academic, and vocational) on the 10 dependent variables.

Ho_5: There will be no significant interactions between sex and ethnicity and between grade level and school program.

Analysis of the Data

The detection of differences in responses is most interesting for the categories of (a) ethnicity, (b) sex, and (c) high school program. Furthermore, it is of interest to know if responses of one category to the 10 variables vary with classification in a second category. That is, the question becomes one of also detecting significant interactions.

Two-way analysis of variance was first used with ethnicity and sex and then with grade and high school program to detect significant differences and interactions among the classifications of the different variables. Analysis of variance was used for all the variables except for occupational aspirations, occupational expectations, and anticipatory goal deflection. Chi-square was used for these last three variables because of the categorical nature of the data. Appropriate after-F tests were used to determine where differences were if the analysis of variance showed they existed.

Data Processing

Information on the questionnaire from the study was coded and placed on FORTRAN programming forms. A 10% sample of the questionnaires was checked against the FORTRAN forms and an error of less than 1% was found. The data were transferred to Hollerith cards which were keypunched and verified and had an error of less than 1%. Facilities of the Texas A&M University Data Processing Center were used to develop frequency and percentage tables.

Chapter 4

ANALYSIS OF DATA

The purpose of this chapter is to describe the educational and occupational status orientations of Mexican-American boys and girls studied, with further analysis of grade level and type of program in which the students were enrolled.

The findings are presented separately by ethnicity, sex, grade level, and curricular program in which enrolled. Specifically, measures were taken of the 10 dependent variables (listed on pp. 24-25) for each of the five major null hypotheses. The hypotheses are:

Ho_1: There will be no significant differences between the Mexican-American group and the Anglo-American group on the 10 dependent variables.

Ho_2: There will be no significant differences between males and females on the 10 dependent variables.

Ho_3: There will be no significant differences between sophomores and seniors on the 10 dependent variables.

Ho_4: There will be no significant differences among the students enrolled in different programs (general, academic, and vocational) on the 10 dependent variables.

Ho_5: There will be no significant interactions between sex and ethnicity and between grade level and school program.

Ethnicity

In this section, ethnicity and interactions between sex and ethnicity are discussed. Sex as a separate variable is discussed in the next section.

Educational Aspirations

Desired levels. A statistically significant difference was found between the Mexican-American group and the Anglo-American group (Table 2). The means for the two ethnic groups were 5.09 and 5.50 for the Mexican Americans and the Anglo Americans, respectively. These mean scores were based on the educational scale presented in Chapter 3 (p. 20) which designated a score of 1 as "quit high school and never go to school again" and a score of 7 as "complete additional studies after graduating from a college or university."

TABLE 2

Educational Aspirations by Ethnicity and Sex

Source of variance	SS	df	MS	F
Sex	26.7246	1	26.7246	12.7747*
Ethnicity	20.0177	1	20.0177	9.5687*
Sex x Ethnicity	0.1979	1	0.1979	0.0946
Within-cell	1131.7644	541	2.0920	

*$p < .01$.

In the two-way analysis of variance, interaction effects between sex and ethnicity were shown to be not significant. Therefore, it can be assumed that the educational aspiration levels of

the two groups did not differ significantly as sex varied in ethnicity. In the Newman-Keuls analysis (Appendix B), used to detect differences between means, the most significant difference was between Anglo males and Mexican-American females, with mean scores of 5.68 and 4.58, respectively. The difference between means was also significant for Anglo males and Mexican-American males (5.34).

Although statistically significant differences were found between Mexican Americans and Anglo Americans, similarities also existed. It should be noted that both ethnic groups desired to obtain some education beyond two years in college.

Intensity. The analysis showed that a significant difference existed between Mexican Americans and Anglo Americans on intensity of educational aspirations (Table 3). Mexican Americans had a mean score of 2.26 and Anglos had a mean score of 2.76. The respondents were asked to rank-order seven status goal areas of importance to them. A number one indicated a strong desire to achieve the status goal area, education in this case. Thus, the lower the score was, the higher the intensity of desire. In the comparison of the means there were significant differences between Mexican-American females and Anglo-American males and between Mexican-American males and Anglo-American males. It should be noted that Anglo-American males who had the highest educational aspirations had the lowest desires to accomplish those goals. Mexican-American females, on the other hand, had the lowest

educational aspirations, but the strongest intensity of aspiration. The Anglo-American male's educational aspirations may be unrealistic when compared to his desire for this educational goal. For all groups, these findings demonstrated not only awareness of high success goals but also strong feelings for such goals.

TABLE 3

Intensity of Educational Aspiration by Ethnicity and Sex

Source of variance	SS	df	MS	F
Sex	6.8203	1	6.8203	1.7413
Ethnicity	30.4017	1	30.4017	7.7800*
Sex x Ethnicity	3.8275	1	3.8275	0.9772
Within-cell	2118.9263	541	3.9167	

*$p < .01$.

Educational Expectations

Anticipated levels. The educational expectations of Mexican Americans and Anglo Americans were found to be about the same as their educational aspirations. Again there was a significant difference in the ethnicity comparison (Table 4). Mexican Americans had a mean educational expectation score of 4.80 and Anglo Americans had a score of 5.19.

Newman-Keuls analysis of differences between means showed significant values for the expectation level of the Anglo-American males (5.43) and the Mexican-American females (4.54)

and between the Anglo-American male and the Mexican-American male (5.06). Interaction effects were not significant; therefore, it can be assumed that educational expectations did not differ significantly as ethnicity varied across sex.

Although expectations were observed to be generally lower than aspirations in education, youth of both ethnic backgrounds still anticipated relatively high educational levels. Both groups thus expected to continue their education beyond high school and acquire some type of training at least up to the junior college level.

TABLE 4

Educational Expectations by Ethnicity and Sex

Source of variance	SS	df	MS	F
Sex	36.2243	1	36.2243	17.1488*
Ethnicity	18.2348	1	18.2348	8.6324*
Sex x Ethnicity	- 0.0124	1	- 0.0124	- 0.0059
Within-cell	1142.7852	541	2.1124	

*$p < .01$.

Certainty. The F values show that there were significant differences between Mexican Americans and Anglo Americans on the measure of certainty of educational expectations (Table 5). Mean level for Anglo Americans was 1.99 and 2.30 for Mexican Americans. On the scale used to measure certainty of expectations, a 2

indicates being "sure" and a 3 "not very sure." Anglo Americans, then, were sure about what education they expected to get, while Mexican Americans' certainty fell between being "sure" and "not very sure."

A significant difference between groups, as in educational aspirations, was found between Anglo males and Mexican-American males and females. Although Mexican Americans had lower educational expectations, they were less certain that they would accomplish their expectations.

TABLE 5

Certainty of Educational Expectations by Ethnicity and Sex

Source of variance	SS	df	MS	F
Sex	2.1642	1	2.1642	3.3174
Ethnicity	12.8017	1	12.8017	19.6234*
Sex x Ethnicity	0.4576	1	0.4576	0.7014
Within-cell	352.9309	541	0.6524	

*$p < .01$.

Occupational Aspirations

Desired levels. Based on the chi-square analysis, a significant difference was found between the Mexican-American group and the Anglo-American group on occupational aspirations (Table 6). An examination of respondents' replies for qualitatively differentiated categories of jobs reveals that the majority of both

TABLE 6

Occupational Aspirations by Ethnicity and Sex

Occupational level	Mexican American[a]				Anglo American			
	M[b]		F		M		F	
	N	%	N	%	N	%	N	%
1. High professional	27	18.367	18	11.765	37	25.874	13	11.111
2. Low professional	33	22.449	44	28.758	21	14.685	44	37.607
3. Glamor	21	14.286	30	19.608	24	16.783	32	27.350
4. Managerial, official	14	9.524	4	2.614	23	16.084	5	4.274
5. Clerical, sales	1	0.680	39	25.490	0	0.000	7	9.402
6. Skilled worker	35	23.810	5	3.268	23	16.084	4	3.419
7. Operative	6	4.082	4	2.614	4	2.797	0	0.000
8. Laborer	1	0.680	1	0.654	3	2.098	1	0.855
9. Housewife, other	0	0.000	0	0.000	0	0.000	6	5.128
No information[c]	9	6.122	8	5.229	8	5.594	1	0.855
Total	147	100.000	153	100.000	143	100.00	117	100.000

[a] $\chi^2 = 39.12$ $\underline{df} = 8$ $\underline{p} < .01$.

[b] $\chi^2 = 127.21$ $\underline{df} = 8$ $\underline{p} < .01$.

[c] Not included in χ^2 tabulations.

Mexican Americans and Anglo Americans indicated a desire for the high categories of occupation (1, 2, and 3). Approximately 60% of the Mexican Americans and 64% of the Anglo Americans selected the top three categories. At the other end of the scale, there were similarities between the two ethnic groups, as only about 5% of each group had desires for categories 7, 8, and 9. The differences between the two ethnic groups on occupational aspirations seemed to lie in categories 5 and 6. Mexican Americans showed a higher preference for these categories than did the Anglo Americans, 26% to 12%.

Intensity. No significant difference was found between Anglo Americans and Mexican Americans in desire to accomplish an occupational goal (Table 7). On the intensity scale explained in Chapter 3, intensity of aspiration was generally strong for both ethnic groups. As was the case in intensity of aspiration for education, Mexican Americans manifested a stronger desire to accomplish their occupational goals than did the Anglo Americans. The former group had a mean intensity score of 2.17 and the latter had a mean score of 2.26.

Occupational Expectations

Anticipated levels. A significant difference does exist between Anglos and Mexican Americans on job expectations, as shown in Table 8. The occupations that both groups expected to attain were not as concentrated as were occupational aspirations. As shown, the youths' expectations ranged more evenly over the entire

TABLE 7

Intensity of Occupational Aspirations by Ethnicity and Sex

Source of variance	SS	df	MS	F
Sex	11.0002	1	11.0002	5.6996*
Ethnicity	1.7664	1	1.7664	0.9152
Sex x Ethnicity	0.7049	1	0.7049	0.3652
Within-cell	1044.1270	541	1.9300	

*$p < .05$.

TABLE 8

Occupational Expectations by Ethnicity and Sex

Occupational level	Mexican American[a]				Anglo American			
	M[b]		F		M		F	
	N	%	N	%	N	%	N	%
1. High professional	14	9.524	6	3.922	34	23.776	11	9.402
2. Low professional	27	18.367	39	25.490	28	19.580	40	34.188
3. Glamor	9	6.122	12	7.843	10	6.993	15	12.821
4. Managerial, official	14	9.524	4	2.614	18	12.587	4	3.419
5. Clerical, sales	4	2.721	61	39.869	5	3.497	22	18.803
6. Skilled worker	40	27.211	7	4.575	23	16.084	4	3.419
7. Operative	5	3.401	3	1.961	13	9.091	0	0.000
8. Laborer	12	8.163	2	1.307	1	0.699	2	1.709
9. Housewife, other	0	0.000	8	5.229	0	0.000	14	11.966
No information[c]	22	14.966	11	7.190	11	7.692	5	4.274
Total	147	100.000	153	100.000	143	100.000	117	100.000

[a] $\chi^2 = 40.00$ $\underline{df} = 8$ $\underline{p} < .01$.

[b] $\chi^2 = 169.17$ $\underline{df} = 8$ $\underline{p} < .01$.

[c] Not included in χ^2 tabulations.

scale. Differences between the two groups were concentrated in the top three categories. About half of the Anglo-American group expected jobs in the higher areas, while approximately 36% of the Mexican Americans had similar expectations. The "low professional" category was high with both groups, showing little divergence from the category from student occupational goals. Categories 4, 5, and 6 showed about 15% of the Mexican Americans and 28% of the Anglo Americans selected these jobs. It can be generally concluded that Mexican Americans had lower job expectations than Anglo Americans. On the whole Anglo-American occupational aspirations and expectations were more similar than Mexican-American aspirations and expectations.

Certainty. An examination of the data in Table 9 reveals that there was no significant difference between the two ethnic groups on certainty of occupational expectations. Anglo Americans had a mean certainty score of 2.23 and Mexican Americans had a mean score of 2.31. In relation to the certainty scale used in the study, both groups fell between "sure" and "not very sure."

Anticipatory Goal Deflection

Anticipatory goal deflection, as indicated in Chapter 3, is an individual measure arrived at by comparing the respondent's aspiration with his expectation. This measure applies to both education and occupation.

Educational deflection. The data in Table 10 indicate that there was no significant difference between Anglo Americans and

TABLE 9

Certainty of Occupational Expectations by Ethnicity and Sex

Source of variance	SS	df	MS	F
Sex	0.4349	1	0.4349	0.3854
Ethnicity	0.7399	1	0.7399	0.6557
Sex x Ethnicity	0.4555	1	0.4555	0.4036
Within-cell	610.5396	54	1.1285	

TABLE 10

Nature of Anticipatory Deflection from Educational Aspirations by Ethnicity and Sex

Nature of deflection	Mexican American[a]				Anglo American			
	M[b]		F		M		F	
	N	%	N	%	N	%	N	%
None	90	61.224	94	61.438	104	72.727	75	64.103
Positive	12	8.163	10	6.536	7	4.895	8	6.838
Negative	44	29.932	45	29.412	32	22.378	33	28.205
No information[c]	1	0.680	4	2.614	0	0.000	1	0.855
Total	147	100.000	153	100.000	143	100.000	117	100.000

[a] $\chi^2 = 4.48$ $\underline{df} = 2$ $\underline{p} > .01$

[b] $\chi^2 = .69$ $\underline{df} = 2$ $\underline{p} > .01$

[c] Not included in χ^2 tabulations.

Mexican Americans on the goal deflection measure. The majority of both groups, about two-thirds, showed no deflection at all. Whenever deflection occurred, difference between aspirations and expectations, it tended to be negative; only about 6% of either group reflected positive deflection. Mexican Americans did show higher negative deflection than Anglo Americans, 33% to 21%.

Occupational deflection. The nature of deflection from occupational goals was very similar to the deflection from educational goals. The data shown in Table 11 do not reveal any significant differences between the two ethnic groups. Slightly more than half of all respondents showed no deflection at all. Wherever it did exist, it tended to be negative. Of the Mexican Americans, 29% showed negative deflection as compared to 23% of the Anglo Americans.

Sex

Educational Aspirations

Desired levels. The data indicate that a significant difference existed between males and females on the level of education desired by each group (Table 2, p. 28). Males had a mean educational aspiration score of 5.51 as opposed to 5.04 for females. In the Newman-Keuls analysis, significant differences were found to exist between Anglo males and Mexican-American and Anglo females. Anglo males had the highest aspirations of any group in education with a mean score of 5.68. As seen in Table 2, the interaction effects were not significant; therefore, it can be assumed

TABLE 11

Nature of Anticipatory Deflection from Occupational Aspirations by Ethnicity and Sex

Nature of deflection	Mexican American[a]				Anglo American			
	M[b]		F		M		F	
	N	%	N	%	N	%	N	%
None	74	50.340	74	48.684	81	56.643	63	53.846
Positive	11	7.483	17	11.184	21	14.685	17	14.530
Negative	40	27.211	46	30.263	28	19.700	31	26.496
No information[c]	22	14.966	15	9.868	13	9.091	6	5.128
Total	147	100.000	152	100.000	143	100.000	117	100.000

[a] $\chi^2 = 5.18$ $\quad df = 2$ $\quad p > .01$

[b] $\chi^2 = 1.31$ $\quad df = 2$ $\quad p > .01$

[c] Not included in χ^2 tabulations.

that educational aspiration levels did not differ significantly as ethnicity varied across sex. While there was a significant statistical difference between sexes, both held generally high aspirations for education.

Intensity. On the measure of intensity of aspiration for education, the data do not reveal a significant difference between males and females (Table 3, p. 30). Females had slightly higher means than did males, 2.37 to 2.62. A score of 1 on the intensity scale signifies the strongest intensity possible. Both groups apparently valued education highly.

Educational Expectations

Anticipated levels. Data on the respondents indicate that a significant difference existed on educational expectations of males and females (Table 4, p. 31). Males had a mean expectation score of 5.25 and females a mean expectation score of 4.70. In comparison to educational aspirations, males were still maintaining a desire to receive some education beyond two years in college, while the females had fallen into the category of expecting to graduate from high school and getting some additional training. The most significant difference between means was between Anglo males and Mexican-American females. The Newman-Keuls analysis also revealed significant differences between Anglo males and Anglo females and between Mexican-American males and Mexican-American females. As in educational aspirations, Anglo-American males had the highest educational expectation (5.43) and Mexican-American females the lowest (4.54).

Certainty. There was no significant difference between males and females as to their certainty of achieving educational expectations (Table 5, p. 32). Males had a mean score of 2.08 and females, 2.23. Individual means were: Mexican-American males, 2.21; Anglo-American males, 1.96; Mexican-American females, 2.39; and Anglo-American females, 2.03. The data show that interaction between sex and ethnicity was not significantly different; therefore, it can be assumed that certainty of educational expectation did not differ significantly as ethnicity varied with sex.

Occupational Aspirations

Desired levels. The chi-square analysis performed on the occupational aspirations of males and females showed highly significant differences (Table 6, p. 33). Although there were differences in the job aspirations of males and females, both groups showed high aspirations. In fact, females selected the top three categories by a larger proportion than males; two-thirds of the females selected categories 1, 2, and 3, while only about half of the males made such selections. The differences between the occupational aspirations of both groups lay in the individual categories. Category 5, "clerical and sales," was selected by 17% of the females, but only 0.3% of the males selected this category. The "skilled worker" category was preferred by 20% males to 3.3% females. The females, on the other hand, were attracted to the glamor occupations, since about one-fifth of them made

this selection as compared to one-sixth of the males. The "high professional" and "managerial, official" categories were selected by approximately 35% of the males, but by only 14% of the females. Overall, different occupations seemed to be defined as "men only" or vice versa. Occupational aspirations appeared to be defined by tradition.

Intensity. There was a significant difference between males and females on intensity of aspiration for occupational goals (Table 7, p. 35). The difference between means was slight, 2.08 to 2.35 for males and females, respectively. Males appeared to be slightly more intense on accomplishing their educational goal than females.

Occupational Expectations

Anticipated levels. A significant difference was found to exist between males and females on occupational expectations, as noted in Table 8 (p. 36). In relation to occupational aspirations, the selections were not as concentrated at the top three levels but were more evenly divided among the nine categories. Differences still existed in the "high professional" and "low professional" categories, with males showing more preference for the "high professional" and females for the "low professional." Of the males, 16% selected category 1 compared to the selection of this category by 6.5% of the females. Females maintained a preference for category 2 by a 30% count. It should be noted that the largest percentage of females, 31.9%, really expected

jobs in the "clerical, sales" category. As was the case in occupational aspirations, the individual's occupational expectations appeared to be highly influenced by tradition.

Certainty. On the measure of certainty of occupational expectations, no significant difference between sexes was found (Table 9, p. 38). Mean scores were 2.24 for males and 2.31 for females.

Anticipatory Goal Deflection

Educational deflection. On the measure of deflection from educational goals, no significant differences were revealed in the analysis (Table 10, p. 39). Approximately two-thirds of both groups showed no deflection, i.e., their expectations were equal to their aspirations for education. A small percentage (7%) of each group held positive deflection and approximately 25% of the respondents held negative deflection.

Occupational deflection. There were no significant differences between males and females on anticipating goal deflection for occupation (Table 11, p. 41). The majority of both sexes had no deflection at all. Positive deflection was held by approximately one in 10 of each group. Negative deflection in occupation was held by about one-fourth of male and female respondents.

Grade Level

Educational Aspirations

Desired levels. The data reveal that there was a significant difference in the levels of educational aspirations for sophomores

and seniors (Table 12). Sophomores had a mean aspiration level of 5.04 and seniors, 5.52. The Newman-Keuls analysis showed that a significant difference existed between sophomores in vocational programs and all other students, whatever programs they might have been in. Sophomores in vocational programs had the lowest aspiration of any group, 4.03, and seniors in academic programs the highest, 6.21. When both grades as a whole are considered, their aspirations were generally high. Sophomores and seniors all aspired to some type of education beyond the junior college level. Interaction effects were not significant; therefore, it can be assumed that the educational aspiration level did not differ significantly as the program varied across grade level or vice versa.

TABLE 12

Educational Aspirations by Program and Grade Level

Source of variance	SS	df	MS	F
Grade	16.4608	1	16.4608	9.4416*
Program	165.2887	2	82.6443	47.4034*
Grade x Program	7.2571	2	3.6285	2.0813
Within-cell	939.7065	539		

*$p < .01$.

Intensity. No significant difference was found in intensity of educational aspirations between sophomores and seniors

(Table 13). Both grade levels held fairly strong desires to accomplish their educational aspirations. The mean intensity scores were 2.44 for seniors and 2.56 for sophomores.

TABLE 13

Intensity of Educational Aspirations by Program and Grade Level

Source of variance	SS	df	MS	F
Grade	5.6728	1	5.6728	1.4456
Program	25.4846	2	12.7423	3.2471
Grade x Program	15.1599	2	7.5800	1.9316
Within-cell	2115.1199	539	3.9242	

Educational Expectations

Anticipated levels. On the measure of educational expectations, seniors and sophomores did not differ significantly (Table 14). The means were 4.80 and 5.17 for sophomores and seniors, respectively. Both groups were still expecting to attend an educational program after graduation from high school although sophomores, with a mean score of 4.80, were expecting to graduate from high school and then complete some technical or vocational program after graduation. Sophomores did not expect to complete two years in college.

Certainty. Sophomores and seniors were not significantly different on their certainty of expectation scores (Table 15). The two grade levels had almost identical mean scores, sophomores, 2.15 and seniors, 2.16.

TABLE 14

Educational Expectations by Program and Grade Level

Source of variance	SS	df	MS	F
Grade	4.7342	1	4.7342	2.6992
Program	178.1303	2	89.0651	50.7804*
Grade x Program	1.3170	2	0.6585	0.3754
Within-cell	945.3677	539	1.7539	

*$p < .01$.

TABLE 15

Certainty of Educational Expectations by Program and Grade Level

Source of variance	SS	df	MS	F
Grade	0.7705	1	0.7705	1.1586
Program	4.8013	2	2.4006	3.6098
Grade x Program	0.7238	2	0.3619	0.5442
Within-cell	358.4536	539	0.6650	

Occupational Aspirations

Desired levels. According to the chi-square analysis, there was a significant difference between sophomores and seniors on occupational aspirations (Table 16). Even though there was a significant difference, it is important to note how similar the aspirations of both groups were. If the scale were collapsed into three categories, very few differences would be noted. For example, the top three categories, which could be labeled "high" aspirations, would find about 58% of the sophomores and 59% of the seniors making such selections. Therefore, about three-fifths of all respondents held high occupational aspirations. The next three categories (4, 5, and 6) could be labeled "intermediate," and here an almost identical percentage (28%) of sophomores and seniors was present. The bottom three categories might be labeled "weak" aspirations, with approximately 4% of the sophomores and 5% of the seniors making such selections. The category showing the largest difference in terms of percentage selectivity was number 6; 13% of the sophomores made such a selection as compared to 5% of the seniors.

Intensity. There was no significant difference between sophomores and seniors on their intensity of occupational aspirations, as Table 17 shows. Both groups held relatively strong desires for their occupational goals. Sophomores had a mean score of 2.23 and seniors had a mean score of 2.19.

TABLE 16

Occupational Aspirations by Program and Grade Level

Occupational level	General[a]				Academic				Vocational			
	10th[b]		12th		10th		12th		10th		12th	
	N	%	N	%	N	%	N	%	N	%	N	%
1. High professional	24	13.953	9	6.716	30	37.037	30	28.302	1	3.448	2	7.692
2. Low professional	34	19.768	41	30.597	15	18.519	40	37.735	4	13.793	6	23.077
3. Glamor	37	21.512	25	18.657	16	19.753	19	17.925	6	20.690	0	0.000
4. Managerial, official	9	5.233	16	11.940	4	4.939	9	8.491	0	0.000	6	23.077
5. Clerical, sales	22	12.791	15	11.194	5	6.173	1	0.943	5	17.241	2	7.692
6. Skilled worker	21	12.209	17	12.687	4	4.938	4	3.774	12	41.379	7	26.923
7. Operative	4	2.326	4	2.985	0	0.000	1	0.943	1	3.448	2	7.692
8. Laborer	3	1.744	1	0.746	0	0.000	1	0.943	0	0.000	1	3.846
9. Housewife, other	2	1.163	4	2.985	0	0.000	0	0.000	0	0.000	0	0.000
10. No information[c]	16	9.302	2	1.493	7	8.642	1	0.943	0	0.000	0	0.000
Total	172	100.000	134	100.000	82	100.000	106	100.000	29	100.000	26	100.000

[a] $\chi^2 = 94.03$ $\quad df = 16$ $\quad p < .01$

[b] $\chi^2 = 27.00$ $\quad df = 8$ $\quad p < .01$

[c] Not included in χ^2 tabulations.

TABLE 17

Intensity of Occupational Aspirations by Program and Grade Level

Source of variance	SS	df	MS	F
Grade	0.4548	1	0.4548	0.2360
Program	16.4099	2	8.2049	4.2570
Grade x Program	5.4793	2	2.7396	1.4214
Within-cell	1038.8723	539	1.0274	

Occupational Expectations

Anticipated levels. There was no significant difference between the two grade levels on occupational expectations (Table 18). If the scale were collapsed as was done for occupational aspirations, the similarities would be obvious. The top three categories would still be the first preference for the largest percentage of each group. Of the sophomores and seniors, respectively, 42% and 47% had "high" occupational expectations according to the collapsed scale. About an equal percentage of each grade level selected the "intermediate" and "weak" categories on the collapsed scale. The selection of respondents on occupational expectations was not as concentrated at the top as were their aspirations, but were more evenly spread throughout the nine categories.

Certainty. There was no significant F value for the certainty of occupational expectation measure, as Table 19 indicates.

TABLE 18

Occupational Expectations by Program and Grade Level

Occupational level	General[a]				Academic				Vocational			
	10th[b]		12th		10th		12th		10th		12th	
	N	%	N	%	N	%	N	%	N	%	N	%
1. High professional	8	4.651	7	5.224	27	33.333	21	19.811	0	0.000	0	0.000
2. Low professional	33	19.186	26	19.403	18	22.222	48	45.284	3	10.345	5	19.230
3. Glamor	18	10.465	11	8.209	9	11.111	5	4.717	2	6.897	0	0.000
4. Managerial, official	14	8.139	8	5.970	4	4.939	7	6.604	1	3.448	4	15.385
5. Clerical, sales	34	19.767	35	26.120	6	7.407	9	8.491	6	20.690	1	3.846
6. Skilled worker	24	13.953	20	14.925	5	6.173	5	4.717	12	41.379	8	30.769
7. Operative	11	6.395	3	2.239	1	1.235	1	0.943	2	6.896	3	11.538
8. Laborer	4	2.326	7	5.224	1	1.235	1	0.943	1	3.448	2	7.692
9. Housewife, other	9	5.233	7	5.224	0	0.000	4	3.774	1	3.448	1	3.846
10. No information[c]	17	9.984	10	7.463	10	12.346	5	4.717	1	3.448	2	7.692
Total	172	100.000	134	100.000	81	100.000	106	100.000	29	100.000	26	100.000

[a] $\chi^2 = 190.53$ $\underline{df} = 16$ $\underline{p} < .01$

[b] $\chi^2 = 13.66$ $\underline{df} = 8$ $\underline{p} < .01$

[c] Not included in χ^2 tabulations.

The means for both groups were almost identical, i.e., 2.28 for sophomores and 2.26 for seniors.

TABLE 19

Certainty of Occupational Expectations by Program and Grade Level

Source of variance	SS	df	MS	F
Grade	0.4387	1	0.4387	0.3909
Program	3.0625	2	1.5313	1.3644
Grade x Program	1.5741	2	0.7871	0.7013
Within-cell	604.9075	539	1.1223	

Anticipatory Goal Deflection

Educational deflection. On the matter of anticipatory deflectuib from educational goals, there was no significant difference between sophomores and seniors (Table 20). Two-thirds of all respondents showed no deflection at all, that is, their educational expectations were the same as their aspirations. Whenever a deflection occurred, it was negative. About 25% of all respondents showed negative deflection.

Occupational deflection. No significant difference was found in the analysis of goal deflection by grade level (Table 21). More than 50% of all students in both grades had no deflection in their occupational goals at all. A small percentage, about 10%, held positive deflection in the two grade levels. As was the case in goal deflection for educational aspiration, about 25% had lower expectations than aspirations.

TABLE 20

Nature of Anticipatory Deflection from Educational Aspirations by Program and Grade Level

Nature of deflection	General[a]				Academic				Vocational			
	10th[b]		12th		10th		12th		10th		12th	
	N	%	N	%	N	%	N	%	N	%	N	%
None	107	61.850	82	60.741	60	72.289	77	71.296	22	75.862	17	62.963
Positive	45	8.671	7	5.185	6	7.229	3	2.778	3	10.345	1	3.704
Negative	49	28.324	45	33.333	16	19.277	27	25.000	4	13.793	9	33.333
No information[c]	2	1.156	1	0.741	1	1.205	1	0.926	0	0.000	0	0.000
Total	173	100.000	135	100.000	83	100.000	108	100.000	29	100.000	27	100.000

[a] $\chi^2 = 6.61$ $\quad df = 4$ $\quad p > .01$

[b] $\chi^2 = 5.87$ $\quad df = 2$ $\quad p > .01$

[c] Not included in χ^2 tabulations.

TABLE 21

Nature of Anticipatory Deflection from Occupational Aspirations by Program and Grade Level

Nature of deflection	General[a]				Academic				Vocational			
	10th[b]		12th		10th		12th		10th		12th	
	N	%	N	%	N	%	N	%	N	%	N	%
None	80	46.243	67	49.630	52	62.651	60	56.075	17	58.621	17	62.963
Positive	20	11.561	15	11.111	7	8.434	19	17.757	3	10.345	1	3.704
Negative	52	30.058	42	31.111	12	14.458	23	21.495	8	27.586	7	25.926
No information[c]	21	12.139	11	8.148	12	14.458	5	4.673	1	3.448	2	7.407
Total	173	100.000	135	100.000	83	100.000	107	100.000	29	100.000	27	100.000

[a] $\chi^2 = 12.11$ $\quad df = 4$ $\quad p > .01$

[b] $\chi^2 = 0.48$ $\quad df = 2$ $\quad p > .01$

[c] Not included in χ^2 tabulations.

School Program

Educational Aspirations

Desired levels. The analysis on educational aspirations of students in the different curricular programs (general, academic, and vocational) showed a highly significant difference among the three groups (Table 12, p. 46). There was a wide gap in the means of the three groups. Respondents in the general program had a mean educational aspiration level of 4.89; academic program students had a mean aspiration level of 6.14; and vocational program students had a mean aspiration level of 4.44. Significant differences were noted between the sophomores in a vocational program and all other students, regardless of grade or program. Sophomores in the vocational program had the lowest mean, 4.03, of any group. Interaction effects were not significant; therefore, it can be assumed that educational aspiration levels did not differ significantly as program varied across grade level or vice versa.

Intensity. No significant difference was found among the respondents in the different programs (Table 13, p. 47). The three groups were very similar in their intensity to achieve their educational goals. The general curricula group reported a mean score of 2.66; the academic group had a mean score of 2.15; and the vocational group had a mean score of 2.80.

Educational Expectations

Anticipated levels. There was a significant difference among the different programs with regard to educational expectations (Table 14, p. 48). Means reported were 4.56, 5.89, and 4.16 for general, academic, and vocational programs, respectively. As was the case in educational aspirations, the Newman-Keuls analysis revealed that means for respondents in the sophomore-vocational cell were significantly different from all other grade-program combinations except senior-vocational. Although educational expectations were lower than educational aspirations, it is important to note that regardless of school program some post-high-school education or training was expected.

Certainty. A significant difference did not exist among the programs on the certainty measure (Table 15, p. 48). The means were 2.27, 1.99, and 2.07 for the general, academic, and vocational groups in that order. It could be that the academic and vocational groups were "sure" that they would get the education they expected.

Occupational Aspirations

Desired levels. Occupational aspiration levels did differ significantly by program (Table 16, p. 50). The academic group's aspirations were much higher than those of either the general or vocational groups. Approximately 80% of the respondents in the academic category aspired to jobs in the top three categories, so four out of every five in this group had "high" aspirations. On the other hand, about half of the respondents in the general

curricula held "high" aspirations, but only a third of the vocational group aspired to the top three categories. The general curriculum respondents were well spread out through the nine occupational categories. In contrast to the academic group, the vocational group was concentrated at the middle of the occupational scale. It is important to note that almost 50% of the respondents in the vocational curriculum had aspirations in the "clerical, sales and skilled worker" categories (5 and 6). The aspirations, in general, of vocational respondents were "low" and very "high" for the academic group.

Intensity. No significant difference was found on the intensity of educational aspirations among the different types of programs (Table 17, p. 51). The means for the general, academic, and vocational respondents were 2.31, 2.17, and 1.78, respectively. It should be noted that even though educational aspirations for the vocational group were the lowest, they maintained the strongest desires to achieve their educational goals.

Occupational Expectations

Anticipated levels. The data reveal a highly significant difference in the occupational expectations of the three groups (Table 18, p. 52). The differences appeared to exist in the top three categories where the percentages of respondents were 36.4, 66.2, and 17.6 for general, academic, and vocational in that order. The vocational group, in fact, had no student who expected a high professional job. The middle three categories were selected by

47.8% of the respondents in the general curriculum, 19.6% of the academic, and 58% of the vocational. In comparing occupational aspirations with expectations, the vocational respondents seemed to expect and aspire to the same occupation, as "low" as they may be.

Certainty. No significant difference was noted in certainty of occupational expectation among the three levels of school programs (Table 19, p. 53). The means ranged from 2.36 for the general level to 2.13 for the academic level, with the vocational group in the middle with a mean score of 2.29.

Anticipatory Goal Deflection

Educational deflection. No significant difference was shown on the deflection from educational goals (Table 20, p. 54). Over 60% of all respondents held no deflection at all, regardless of school program. As was the case in the other deflection measures, a few held positive deflection and about one-fourth of all respondents held negative deflection.

Occupational deflection. Goal deflection from occupational aspirations did not differ significantly among the three program levels (Table 21, p. 55). A majority of all respondents still showed no deflection from their occupational goals. The academic group as a whole showed less negative deflection than the other two groups, with less than one-fifth in that category. Approximately 30% of the respondents in the general group held negative deflection, with the vocational group close behind at about 26%.

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS

This chapter will present a summary of the study, including the purpose, procedures, and findings. Conclusions, based on the study findings, are discussed. The last part of the chapter covers implications also based on the study findings.

Summary and Conclusions

Purpose and Procedures

The primary purpose of this study was to conduct a comprehensive survey of the educational and occupational aspirations and expectations of El Paso high school students. Specifically, the general objective was to determine the educational and occupational preferences of high school students in the El Paso area.

Data for this study were obtained from high school sophomores and seniors in the El Paso and Ysleta school districts of El Paso, Texas. An approximate 5% sample of seniors and sophomores was selected for the study. Two methods of selecting students were used: (a) A simple random list of numbers, given to the school, was used to select students from the school's sophomore and senior lists; and (b) classes were selected according to the criterion that classes chosen were required courses for either all seniors or all sophomores. In almost all classes that were chosen, the students had been randomly selected by computer.

Information on the respondents was gathered during February and early March of 1973. Data were acquired through a group-administered questionnaire. The student groups usually varied in size from 20 to 55. The site for administering the questionnaire was either a classroom where the students met for their assigned classes or the cafeteria when the group was composed of all students from the particular school.

The Kuvleskey-Bealer paradigm was utilized to investigate educational and occupational aspirations and expectations. A distinction was made between aspirations (the desires of the individual for attainment of a particular goal, such as education or occupation, in this study) and expectations (the individual's estimation of his probable attainment in reference to a particular goal area. The divergence between aspirations and expectations, anticipatory goal deflection, was also used for analyzing the respondents' answers. Intensity of aspiration was used to measure the strength of a person's desire to achieve a certain status area. Finally, certainty of expectation was utilized to measure an anticipated level of a status area.

The following dimensions of educational and occupational status orientations were studied:

A. Educational aspirations
    1. Desired levels
    2. Intensity of aspirations

B. Educational expectations

1. Anticipated levels

2. Certainty of expectations

C. Occupational aspirations

1. Desired levels

2. Intensity of aspirations

D. Occupational expectations

1. Anticipated levels

2. Certainty of expectations

E. Anticipatory goal deflection

1. Nature of deflection--education

2. Nature of deflection--occupation

Statistical Analysis

Two-way analysis of variance was first used with ethnicity and sex and then with grade and high school program to detect significant differences and interactions among the classifications on the different variables. Analysis of variance was used for all the variables except occupational aspirations, occupational expectations, and anticipatory goal deflection. Chi-square analysis was used for these last three variables because of the categorical nature of the data.

Hypotheses and Findings

Four of the major hypotheses will be discussed in the same order as they were presented in Chapter 4. (Additional descriptive tables are presented in Appendix C.)

Ethnicity. The findings which are summarized in Table 22 show no statistically significant differences were found between Mexican Americans and Anglo Americans on intensity of occupational aspirations, certainty of occupational expectations, and goal deflection for education and occupation.

TABLE 22

Description of Status Orientation Relationships and Summary of Analysis of Variance and Chi-Square Significance for Mexican Americans and Anglo Americans

Table	Dimension	p at .01	Nature of ethnic difference
2	Educational Aspirations	S*	A > MA
3	Educational Aspirations--Intensity	S*	MA > A
4	Educational Expectations	S*	A > MA
5	Educational Expectations--Certainty	S*	A > MA
6	Occupational Aspirations	S**	Similar
7	Occupational Aspirations--Intensity	NS*	None
8	Occupational Expectations	S**	Similar
9	Occupational Expectations--Certainty	NS*	None
10	Anticipatory Deflection--Education	NS**	None
11	Anticipatory Deflection--Occupation	NS**	None

*ANOVA.

**Chi-Square.

Mexican Americans had significantly different educational and occupational aspirations than those of the Anglo-American respondents. Even though educational aspirations were significantly different and somewhat lower for Mexican Americans, they were generally high for all respondents. Both groups maintained high

educational aspirations with desires of completing at least two years of college education. Very few anticipated dropping out or terminating their education with high school graduation (Appendix C, Table 26). It is interesting to note that while Anglo Americans had higher educational aspirations, Mexican Americans maintained a stronger intensity for their educational goals. This brings up the question as to the point of interpretation of the dimension of aspiration. Some students may interpret it as something like a "dream" which they might not think of accomplishing. Others may see aspirations in a more "realistic" light as goals which can be achieved. It seems that the problem is one of interpretation of the concept of aspiration. It appears that the Mexican American in this case interprets aspirations more "realistically."

As with aspirations, Mexican-Americans' expectations were lower than those of Anglo Americans in education and occupation. In occupational aspirations, there were differences in the individual categories, but overall there were about the same proportions of each group in selecting the "high" occupations. Very few of the two ethnic groups either aspired to or expected occupational jobs in the bottom three categories of the occupational scale.

Sex. Table 23 presents a summary of male-female status orientation relationships. The data reveal that females had lower educational aspirations and expectations than males. Both groups had aspirations of completing some post-high-school education of

at least two years of college, so it cannot be said that girls had "low" aspirations, only that they were lower than boys' aspirations. There seemed to be a greater disparity between the educational expectations of both sexes than between their aspirations. In educational expectations, boys still expected to attain at least two years of school school beyond high school, but girls expected only some training after high school graduation. Even though the role of women has changed in recent years, men and women still have different educational and occupational aspirations.

TABLE 23

Description of Status Orientation Relationships and Summary of Analysis of Variance and Chi-Square Significance for Males and Females

Table	Dimension	p at .01	Nature of sex difference
2	Educational Aspirations	S*	M > F
3	Educational Aspirations--Intensity	NS*	None
4	Educational Expectations	S*	M > F
5	Educational Expectations--Certainty	NS*	None
6	Occupational Aspirations	S**	F > M
7	Occupational Aspirations--Intensity	S*	M > F
8	Occupational Expectations	S**	Similar
9	Occupational Expectations--Certainty	NS*	None
10	Anticipatory Deflection--Education	NS**	Similar
11	Anticipatory Deflection--Occupation	NS**	Similar

*ANOVA.

**Chi-Square.

In looking at the data on occupational status orientations, one can discern differences between males and females. There seem to be certain occupations that are "defined" for men or women. The "high professional" occupations appear to be the domain of men, although a few (11.4%) girls aspired and fewer (6.5%) expected to be in that category. Interestingly enough, a higher percentage of girls selected the "low professional" occupations than did boys (32% to 16%). The "clerical, sales" occupations seem to be for women only, and the "skilled worker" for "men only." The differences between the two appear to be a case, not of one having higher aspirations or expectations than the other, but of society's traditionally defined roles for men and women.

Grade. The summarized findings reported in Table 24 show statistically significant differences only in educational and occupational aspirations. Both seniors and sophomores maintained high educational aspirations, but seniors had a higher mean score of 5.52 as compared to 5.06 for sophomores. Even though there were statistically significant differences in the occupational aspirations of sophomores and seniors, there seem to be many similarities. When the scale is collapsed into three categories, an almost equal number of students is found in each category. Approximately 50-55% of all respondents fall into the first three categories, 28% in the middle three, and about 5% in the last three. Generally speaking, there were very few differences between sophomores and seniors on any of the measures taken.

TABLE 24

Description of Status Orientation Relationships and Summary of Analysis of Variance and Chi-Square Significance for Sophomores and Seniors

Table	Dimension	p at .01	Nature of ethnic difference
12	Educational Aspirations	S*	S > Soph
13	Educational Aspirations--Intensity	NS*	Similar
14	Educational Expectations	NS*	Similar
15	Educational Expectations--Certainty	NS*	Similar
16	Occupational Aspirations	S**	Similar
17	Occupational Aspirations--Intensity	NS*	Similar
18	Occupational Expectations	NS**	Similar
19	Occupational Expectations--Certainty	NS*	Similar
20	Anticipatory Deflection--Education	NS**	Similar
21	Anticipatory Deflection--Occupation	NS**	Similar

*ANOVA.

**Chi-Square.

Program. The findings for school programs reveal that some highly significant differences existed among the three curricular programs (Table 25). The most significant differences were for educational aspirations and expectations and for occupational aspirations and expectations. Educational aspirations and expectations for the academic group were considerably higher than for the other two groups. The academic group had educational aspirations of at least graduation from college or university, while the vocational group aspired to some post-high-school training but only to the point of completing a technical-vocational program. It may be assumed that the brightest students were in the academic group;

then the differences in aspirations can be explained in terms of intelligence. The conclusion might then be drawn that the smartest students hold the highest educational aspirations. Sometimes this is not the case because some schools are more vocationally-centered than others and to say that "this" school has less intelligent students would be erroneous. Further research in the status orientations of people in different curricular programs seems appropriate. About the same conclusions that were drawn in reference to educational aspirations can be drawn in reference to occupational aspirations.

TABLE 25

Description of Status Orientation Relationships and Summary of Analysis of Variance and Chi-Square Significance for General, Academic, and Vocational Programs

Table	Dimension	p at .01	Nature of program difference
12	Educational Aspirations	S*	A > G > V
13	Educational Aspirations--Intensity	NS*	Similar
14	Educational Expectations	S*	A > G > V
15	Educational Expectations--Certainty	NS*	Similar
16	Occupational Aspirations	S**	A > G > V
17	Occupational Aspirations--Intensity	NS*	Similar
18	Occupational Expectations	S**	A > G > V
19	Occupational Expectations--Certainty	NS*	Similar
20	Anticipatory Deflection--Education	NS**	Similar
21	Anticipatory Deflection--Occupation	NS**	Similar

*ANOVA.

**Chi-Square.

Even though there were no significant differences on certainty of educational expectations among the three programs, it is interesting to note that the academic and vocational groups were more certain about their educational expectations. Perhaps these two groups have already made definite plans about their future education and jobs. The student in the general program is still feeling his way around and trying to make an occupational and educational decision. As in the other analyses, there were no differences in the nature of deflection. The ratios were approximately two-thirds, one-tenth, and one-fourth for no deflection, positive deflection, and negative deflection, respectively.

Implications

Theory and Research

The results on educational and occupational aspirations of Mexican Americans and Anglo Americans provide support for Merton's (1957) theory of social structure and anomie inculcation of high success goals of various kinds (educational and occupational in this study). Merton's contention was that inculcation of high success goals exists as a general pattern among differentiated segments of American society. Most students, regardless of ethnic background, held high aspirations for education and occupation. The findings that Mexican Americans have high social achievement goals squarely contradict some widely held stereotypes of Mexican Americans as being lazy, nonmotivated, and living only for today

and not tomorrow. Surely these findings support what Kuvleskey (1969) found in the Texas A&M studies and bring to question the sociological studies of Heller (1968), Madsen (1964), and Schwartz (1971) among others. Do Mexican Americans, as Heller and Madsen maintain, have low aspirations or expectations? Probably not. Most people, as Merton (1957) maintained, do have high aspirations regardless of ethnic or social background. Further research is needed on aspirations to investigate closely if differences are due to ethnicity or socioeconomic and other factors. The fact that these groups do not reach their aspirations may be due more to lack of opportunities, finances, and discrimination than to lack of motivation or desire.

The research findings of a Louisiana study (Mondart et al., 1970), which indicated that high school students develop strong occupational interests by the eleventh grade, are generally supported by the data in this study. Many students, sophomores and seniors, were certain about what occupations they hoped to pursue. Further longitudinal-type research is needed to evaluate the point in time when people do, in fact, make realistic occupational choices.

Along the lines of the Mondart study, a Texas study project found that a large number of youth's status projections went up (Kuvleskey, 1969). In the analysis for this study of sophomore and senior educational aspirations, educational aspirations did go up for seniors. If this is true, then it contradicts Ginzberg's

phase theory which contends that with age and maturity aspirations and expectations become more realistic.

Policy

From the data of this research an obvious conclusion may be made that educational and occupational aspirations and expectations are high for all students in El Paso. Not only do students desire some type of education beyond high school, they expect it. It is, then, the responsibility of post-high-school educational institutions to provide that training which is obviously needed.

Specifically, more than 90% of the students in this study indicated that they would take some courses or training beyond high school (Appendix C, Table 30). A comprehensive program is needed to meet the needs of these students. An educational institution must then be prepared to offer a varied course of study which would include training in technical-vocational areas plus regular college work. The traditional university can meet some of these demands. Approximately 17% of all students preferred the "high professional" occupations. These students could well be served by the college or university system. The rest, or approximately 75%, wanted jobs that would require some additional training beyond high school. The community college with its comprehensive program is in an excellent position to provide much of the training or education desired by the high school population.

Since such a large percentage of students desire and expect some type of educational training beyond high school and many cannot afford it, the community colleges and universities should promote programs that would help students achieve their desires. The schools would do well to promote scholarship programs, work-study programs, and loan programs, in order to enroll as many students as possible. Students have the desires and the motivation for high educational and occupational attainment. It is up to society and its educational institutions to help fulfill those desires.

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APPENDIX A

QUESTIONNAIRE

CONFIDENTIAL No. _____

EL PASO TEXAS YOUTH STUDY

This set of questions is part of a study of high school students in the United States. The purpose of this study is to learn more about what students think about their future and what they plan to do after they leave high school.

THIS IS NOT A TEST: There are no right or wrong answers. We are only interested in finding cut your opinions about some important matters. No one in your school will ever see your answers. Special safeguards have been set up to make sure that your replies will be kept strictly confidential.

You do not have to answer any questions you do not want to answer. However, we hope that you will cooperate to make this a good scientific study by answering all the questions as frankly and honestly as you can. We appreciate your help very much.

1. How old are you today? (Circle the number above your age.)

1	2	3	4	5	6	7	8
13 or less	14	15	16	17	18	19	20 or more

---

2. Are you male or female? (Circle one number.)

1. Male 2. Female

---

3. What school grade are you in? (Circle the number above your grade.)

1	2	3	4
Ninth	Tenth	Eleventh	Twelfth

---

4. Where do you live? (Circle one number.)

1. City (over 2,500)
2. Town or village (under 2,500)
3. In the country, but not on a farm
4. On a farm

---

5. Do you have any physical handicaps? (Circle one number.)

1. Yes 2. No

---

6. What is your race? (Circle one number.)

1	2	3	4
American Indian	Oriental	Negro	Caucasian

---

7. Are you of Mexican-American origin? (Circle one number.)

   1. Yes 2. No

---

8. What kind of program are you taking in school? (Circle one number.)

1	2	3	4
General	Academic or College Prep.	Vocational	Other (What? _____)

---

9. If you were completely free to choose any job, what would you most desire as a lifetime kind of work? (In answering this question, give an exact job. For example, do not say "work on the railroad," but tell us what railroad job you would like to have.) Write your answer in the box below.

   ANSWER: [ ]

---

10. Listed below are a number of things that most young people look forward to. Rank them in order of their importance to you. For the one you think is most important, check number 1 in front of it; for the next most important one, check number 2, and so on until you have a number checked for each one. Read over the entire list before answering the question. (Check only one number beside each sentence and check each different number only once.)

Order of Importance to You 1 2 3 4 5 6 7	
___ ___ ___ ___ ___ ___ ___	Having lots of free time to do what I want.
___ ___ ___ ___ ___ ___ ___	To develop my mind and get all the education I want.
___ ___ ___ ___ ___ ___ ___	To earn as much money as I can.
___ ___ ___ ___ ___ ___ ___	Getting the job I want most.
___ ___ ___ ___ ___ ___ ___	Living in the kind of place I like best.

Order of Importance to You
1 2 3 4 5 6 7

___ ___ ___ ___ ___ ___ ___ Having the kind of house, car, furniture, and other things like this I want.

___ ___ ___ ___ ___ ___ ___ To get married and raise a family.

CHECK YOUR ANSWERS! You should have each number checked only once and a single number should be checked for each statement.

---

11. What kind of job do you really expect to have most of your life? (Write your answer in the box below. Please give an exact job!)

ANSWER: [ ]

---

12. How sure do you feel that this will be the kind of work you will do most of your life? (Circle one number.)

I feel:	1	2	3	4	5
	Very sure	Sure	Not very sure	Uncertain	Very uncertain

---

13. If you could have as much education as you desired and were completely free to choose, which of the following would you do? (Circle only one number.)

1. Quit high school and never go to school again.
2. Quit high school and take some vocational training for a job.
3. Graduate from high school and never go to school again.
4. Graduate from high school and then complete a business, commercial, nurses' training, or some other technical school program.
5. Graduate from a junior college.
6. Graduate from a college or university.
7. Complete additional studies after graduating from a college or university.

---

14. What do you <u>really expect</u> to do about your education? (Circle only one number.)

1. Quit high school and never go to school again.
2. Quit high school and take some vocational training for a job.
3. Graduate from high school and never go to school again.
4. Graduate from high school and then complete a business, commercial, nurses' training, or some other technical program.
5. Graduate from a junior college.
6. Graduate from a college or university.
7. Complete additional studies after graduating from a college or university.

---

15. How sure are you that you will really achieve the education you expect? (Circle one number.)

I am: 1	2	3	4	5
Very sure	Sure	Not very sure	Uncertain	Very uncertain

---

16. How much effect do you think each of the following things will have in <u>keeping you from getting</u> the kind of job you desire?

Very much	Much	Some	Not at all		
___	___	___	___	1.	My religion.
___	___	___	___	2.	Can't afford to go to technical school or college.
___	___	___	___	3.	The schools I have gone to.
___	___	___	___	4.	Lack of parents' interest.
___	___	___	___	5.	Ability to borrow money.
___	___	___	___	6.	My race.
___	___	___	___	7.	Don't want to move.
___	___	___	___	8.	Good jobs are getting too scarce in the U.S.
___	___	___	___	9.	Lack of good job opportunities in or near my community.
___	___	___	___	10.	No technical school or college nearby.
___	___	___	___	11.	Don't know enough about the opportunities that exist.
___	___	___	___	12.	Have to help support my family.
___	___	___	___	13.	Not smart enough.

---

17. Of the kind of places listed below, in which one would you most desire to live for the rest of your life? (Circle only one number.)

In a City	Near a City	Not near a City
1. Very large	3. In a town or village	6. In a town or village
2. Small	4. In the country but not on a farm	7. In the country but not on a farm
	5. On a farm	8. On a farm

---

18. From the kinds of places listed above, what type of place do you really expect to live most of your life? Place the number of this type of place in the following box:

[ ]

---

19. How sure are you that you will live in this kind of place? (Circle one number.)

I am:

1	2	3	4	5
Very sure	Sure	Not very sure	Uncertain	Very uncertain

---

20. How much money would you desire to make a year if you could have any amount you desired? (GIRLS: If you plan to marry, indicate the amount of money you would like your husband to make.) Place your answer in the following box:

[$ a year]

---

21. Do you want to go into military service? (Circle one number.)

1. Yes 2. No

---

22. What do you expect to do about military service? (Circle only one number.)

1. Quit high school and enlist.
2. Enlist right after high school.

3. Go to college and take officers' training.
4. Enlist in the Reserves or National Guard.
5. Not eligible--I have a physical disability.
6. Get out of going some way or other.
7. I am a girl and do not plan to enlist.

---

23. How sure are you that this what you will do? (Circle one number.)

I am:

1	2	3	4	5
Very sure	Sure	Not very sure	Uncertain	Very uncertain

---

24. What is the highest yearly income that you <u>really think</u> you will ever be able to make? (GIRLS: If you plan to marry, indicate what you think will be the highest yearly income your husband will ever make.) Place your answer in the following box:

$ a year

---

25. How sure are you that this will be the highest income you will ever make? (Circle one number.)

I am:

1	2	3	4	5
Very sure	Sure	Not very sure	Uncertain	Very uncertain

---

26. At what age would you like to get married?

---

27. How many children do you want? (Circle one number.)

1 2 3 4 5 6 7 8 or more

---

28. At what age do you really exrect to get married? [ ]

---

29. a) Do you speak Spanish? (Circle one number.)

1. Yes 2. No

If you answered yes, you do speak Spanish, answer the following questions:

b) What language do you usually use when speaking with your parents? (Circle one number.)

1. English 2. Spanish 3. About the same amount of both

c) What language do you usually use when talking with your close friends outside of class? (Circle one number.)

1. English 2. Spanish 3. About the same amount of both

d) What language do you usually use when speaking with your close school friends outside of class? (Circle one number.)

1. English 2. Spanish 3. About the same amount of both

---

30. How many of the radio programs you listen to are broadcasted in Spanish? (Circle one number.)

1. None 2. Some 3. More-than-half 4. All

---

31. How many of the magazines and newspapers which you read are in Spanish? (Circle one number.)

1. None 2. Some 3. More-than-half 4. All

---

32. Where were your parents born? (Give the town and state.)

Mother _____

Father _____

---

33. (a) If you were to get additional schooling after you leave high school, which of the following types of colleges would you most likely go to: (Circle only one!)

1. A community or junior college
2. A small, private 4-year college
3. A large, private college
4. A small, state college or university
5. A large, state university

(b) If you can, give the name of the college or university you think you would probably go to in the box below:

---

34. (a) If you were to go to a college or university, would it be: (Circle only one!)

1. As close to home as possible
2. Within daily traveling distance of my home town or city
3. Somewhere else in Texas
4. Out of state

(b) Would it be: (Circle only one!)

1. Full time
2. Part-time -- regular
3. Once in a while
4. Don't know

---

35. (a) Whether you plan to go on to college or not, is there a good chance you might take some courses or training after you finish school? (Circle only one!)

1. Yes
2. Maybe
3. No
4. Not sure

(b) If you answered Yes or Maybe, please check those kinds of things listed below you might consider taking:

___ 1. Technical Vocational Courses - secretarial, accounting, mechanics, drafting and nursing

___ 2. Transfer courses (college level) - English, history, science, math, and Spanish

___ 3. Continuing education courses - hobbies, cooking, art, etc.

---

36. How would you be able to finance any schooling or training you might take after high school? (Circle all that apply.)

1. By working while I'm in school or taking courses
2. By working in the summer
3. My parents or relatives will pay for me
4. By getting a loan
5. By getting a scholarship
6. I already have the money for that
7. Others: _____

---

37. Designate the geographical area in which you reside. (Circle one.)

1. South
2. East
3. Northeast
4. Northwest

---

38. What kind of courses or programs would you like to see a community college in this area offer? Answer in your own words below.

_____

_____

_____

_____

No _____

As we mentioned before, your answers to those questions are already confidential. No information about particular persons will be given to your school or anyone else. However, we will need your name and address so that we can locate and contact you several years from now. Please give us the following information!

PLEASE PRINT

(a) Your present address

First name	Middle initial	Last name

Street address

City or town	County	State

Telephone number

(b) Name and Address of relative or friend (living at a different address from the one you gave above) who will always know where you are living if you should move in the next few years.

First name	Middle initial	Last name

Street address

City or town	County	State

Telephone No.

THANK YOU FOR HELPING US!

APPENDIX B

NEWMAN-KEULS ANALYSIS

Newman-Keuls Analysis of Differences Between Means

Compare Mean A-B	Mean A-B	Difference	Q[a]	R	DF
2.- 1.	1.- 2.	0.8295	6.6655*	4	541
2.- 1.	1.- 1.	0.4844	3.8921*	3	541
2.- 1.	2.- 2.	0.4245	3.4112*	2	541
2.- 2.	1.- 2.	0.4050	3.2543	3	541
2.- 2.	1.- 1.	0.0599	0.4809	2	541
1.- 1.	1.- 2.	0.3451	2.7734	2	541

[a]If Q exceeds the values in studentized range statistics tables, then difference between means is significant.

APPENDIX C

DESCRIPTIVE TABLES

TABLE 26

Educational Expectations by Ethnicity and Sex

Educational level	Mexican American				Anglo American			
	M		F		M		F	
	N	%	N	%	N	%	N	%
1	0	0.000	0	0.000	0	0.000	3	2.564
2	5	3.401	4	2.614	6	4.196	1	0.855
3	14	9.524	15	9.804	12	8.392	14	11.966
4	51	34.694	77	50.327	29	20.280	34	29.060
5	5	3.401	8	5.229	5	3.497	6	5.128
6	47	31.973	31	20.261	51	35.664	45	38.462
7	24	16.327	15	9.804	40	27.792	13	11.111
No information	1	0.680	3	1.961	0	0.000	1	0.855
Total	153	100.000	153	100.000	143	100.000	117	100.000

TABLE 27

Educational Aspirations by Ethnicity and Sex

Educational level	Mexican American				Anglo American			
	M		F		M		F	
	N	%	N	%	N	%	N	%
1	0	0.000	0	0.000	0	0.000	0	0.000
2	3	2.041	6	3.922	3	2.098	3	2.564
3	11	7.483	13	8.497	4	2.797	9	7.692
4	48	32.653	61	39.869	36	25.175	36	30.769
5	4	2.721	6	3.922	5	3.497	2	1.709
6	39	26.531	42	27.451	41	28.671	40	34.188
7	41	27.891	23	15.033	54	37.762	27	23.077
No information	1	0.680	2	1.307	0	0.000	0	0.000
Total	147	100.000	153	100.000	143	100.000	117	100.000

TABLE 28

Educational Aspirations and Expectations of El Paso High School Students

Educational level	Aspirations		Expectations	
	N	%	N	%
1	0	0.000	3	0.526
2	16	2.807	17	2.982
3	38	6.667	56	9.825
4	184	32.281	195	34.211
5	17	2.982	24	4.211
6	163	28.598	175	30.702
7	149	26.140	95	16.667
No information	3	0.526	5	0.877
Total	570	100.000	570	100.000

TABLE 29

Type of Program That Students Might Consider Taking by Ethnicity and Sex

Program	Mexican American				Anglo American				Total population	
	M		F		M		F			
	N	%	N	%	N	%	N	%	N	%
1. Technical-Vocational	74	50.340	85	55.556	64	44.755	50	42.735	279	48.947
2. Transfer (College Parallel)	23	15.646	15	9.804	31	21.678	19	16.239	90	15.789
3. Continuing Adult Education	15	10.204	18	11.765	13	9.091	20	17.094	68	11.930
4. Programs 1 and 2	3	2.041	5	3.268	5	3.497	2	1.709	15	2.632
5. Programs 1 and 3	0	0.000	4	2.614	1	0.699	8	6.838	13	2.281
6. Programs 2 and 3	1	0.680	0	0.000	3	2.098	1	0.855	5	0.877
7. Programs 1, 2, and 3	3	2.041	2	1.307	2	1.399	1	0.855	8	1.404
8. No information	28	19.048	24	15.686	24	16.783	16	13.675	92	16.140
Total	147	100.000	153	100.000			117	100.000		

TABLE 30

Post-High-School Chance of Further Courses or Training by Ethnicity and Sex

Intention	Mexican American				Anglo American				Total population	
	M		F		M		F			
	N	%	N	%	N	%	N	%	N	%
1. Yes	77	52.381	76	49.673	86	60.140	74	63.248	317	55.614
2. Maybe	44	29.932	55	35.948	38	26.573	29	24.786	172	30.175
3. No	11	7.483	9	5.882	11	7.692	5	4.274	36	6.316
4. Not sure	10	6.803	8	5.229	6	4.196	9	7.692	33	5.789
5. No information	5	3.401	5	3.268	2	1.399	0	0.000	12	2.105
Total	147	100.000	153	100.000	143	100.000	117	100.000	570	100.000

TABLE 31

Post-High-School Institutions Preferred by Students Based on Ethnicity and Sex

Educational institution	Mexican American				Anglo American				Total population	
	M		F		M		F			
	N	%	N	%	N	%	N	%	N	%
1. Community college	35	23.810	61	39.869	20	13.986	29	24.786	147	25.789
2. Small private 4-year college	8	5.442	11	7.190	12	8.392	5	4.274	37	6.491
3. Large private college	7	4.762	4	2.614	8	5.594	3	2.564	22	3.860
4. Small state college or university	43	29.252	39	25.490	45	31.469	45	38.462	175	30.702
5. Large state university	48	32.653	33	21.569	53	37.063	33	28.205	171	30.000
6. No information	6	4.082	5	3.268	5	3.497	2	1.709	18	3.158
Total	147	100.000	153	100.000	143	100.000	117	100.000	570	100.000

TABLE 32

Institution-Geographic Location Preferred by Ethnicity and Sex

Geographic location	Mexican American				Anglo American				Total population	
	M		F		M		F			
	N	%	N	%	N	%	N	%	N	%
1. Close to home as possible	64	43.537	74	48.366	39	27.273	36	30.769	215	37.719
2. Daily traveling distance of home town or city	31	21.088	43	28.105	19	13.287	26	22.222	122	21.404
3. Somewhere else in Texas	20	13.605	14	9.150	39	27.273	29	24.786	104	18.246
4. Out of state	26	17.687	20	13.072	43	30.070	24	20.513	116	20.351
5. No information	6	4.082	2	1.307	3	2.908	2	1.709	13	2.281
Total	147	100.000	153	100.000	143	100.000	117	100.000	570	100.000

TABLE 33

Total Number in Cells in Ethnicity and Sex in Analysis of Variance Computations

Mexican American		Anglo American	
M	F	M	F
140	148	141	116

TABLE 34

Total Number in Cells in Grade and School Program in Analysis of Variance Computations

Program	10th Grade	12th Grade
General	169	131
Academic	83	107
Vocational	29	26

TABLE 35

Number of Respondents Classified into Actual Categories for Occupational Aspirations

Occupational categories	Number of respondents
High Professional	
Lawyer	20
Doctor, surgeon	42
Dentist	5
Scientist	11
Veterinarian	7
Biochemist	3
Clinical psychologist	8
Nuclear physicist	3
Minister	1
Computer designer	2
Professor	1
Low Professional	
Teacher	39
Electronics technician	1
Dietician	1
Pharmacist	2
Engineer	13
Social worker	10
Registered nurse	18
Legal secretary	5
Accountant	11
Laboratory technician, x-ray	4
Medical technician	4
Interior decorator	12
Commercial artist	3
Mortician	1
Computer programmer	4
Clergyman	2
Journalist	7
Architect	13
Glamor	
Entertainer	6
Professional sportsman	3
Airline hostess	18
Artist	4
Musician	7
Astronaut	1

TABLE 35 (continued)

Occupational categories	Number of respondents
Model	15
Pilot	9
Writer	2
Photographer	5
Race car driver	2
Managerial, Official	
Owner, manager, or official of company	14
Government official	8
Ranger, warden	4
Businessman	3
Owner	11
Government worker	7
F.B.I.	4
Farm or ranch owner or manager	4
Clerical, Sales	
Clerk	2
Secretary	38
Clerical work	3
Cashier	5
Bookkeeper	2
Receptionist	3
Stenographer	1
Medical secretary	3
Military Service	
Officer	7
Enlisted	6
Skilled Workers	
Beautician	5
Mechanic	24
Electrician	7
Welder	3
Practical nurse	13
Machinist	2
Policeman	14
Carpenter	3
Printer	3
Painter	3

TABLE 35 (continued)

Occupational categories	Number of respondents
Operative	
Truck driver	3
Telephone operator	2
Bus driver	1
Laborer	
Construction	2
Cook	1
Teacher aide	2
Farm worker	1
Housewife, Other	14
No Information	29